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Reading in Newport News


# JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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# JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# *Editorials*

## New Professional Standards

THE articles by Dean Henry W. Holmes, of the Graduate School of Education, Harvard University, and his associates, in the "Guest Section" of our issue of February 23, portray a professional standard that has never been equaled so far as we know. Professional education is raised to a new scholastic level.

Nothing in law or medicine, in art or science has made a nobler effort in the last ten years, or achieved more in the last three years than has the science of education, and there has been no clearer or more forceful presentation of the vision of the "New Conception of Professional Preparation for Careers in Education" than in these statements of Henry W. Holmes, Charles Swain Thomas, Louis J. A. Mercier, Bancroft Beatley, and Francis Trow Spaulding.

## Financial School Problems

IRRITATING as it may be we may as well prepare for criticism of business management of the schools.

Magnifying professionalism as has been done, especially attempts to improve the condition of teachers in tenure, retirement, and pensions, has inevitably lessened professional emphasis upon the physical plant.

Unemployment makes an heroic demand for new school buildings, and this makes a fierce attack upon school boards that have allowed school buildings to be neglected and their use continued.

The vicious feature of this is that school boards in cities are to be estimated chiefly by public criticism of factors wholly apart from their real education service. This will be tragic if it is persisted in.

## Vacation for Health

THE first claim vacation has on any teacher in service this year is for health and vigor. Even a life certificate will demand that the teacher who returns to school in September be 100 per cent. alive. No contract will be in force the rest of this school year unless the holder thereof can cash in on it with health adequate for efficient service.

The public discussion of a five-day week in industry has brought out, as never before, the fact that teachers have always had a five-day week, and the reason therefor is demanded.

The claim that teachers need the vacation has necessitated a statement as to how they use it for the good of the school. This is a wholly new teacher situation, and this is the first year that it attracts attention. Vacation is a health resort, as it were.

For the first time, so far as we know, it is to be insisted upon that a teacher's vacation belongs to the school professionally and physically as much as it does in school time.

## Illiteracy Crusade by Radio

BY COURTESY of Columbia Broadcasting system Mrs. Cora Wilson Stewart has broadcasted from New York, Lorado Taft from Chicago, and Dr. John H. Finley from New York, and Alfred K. Stern will broadcast from Chicago, and Secretary Ray Lyman Wilbur from Washington.

These five eminent champions of the crusade for the elimination of illiteracy may be heard by unnumbered Americans. This is the first use of the radio to such an extent in this great cause.

The arrangement was made by Mrs. Stewart, chairman of the committee in charge of the national crusade.

## Recognition of Merton E. Hill

THE appointment of Dr. Merton E. Hill as professor of education, University of California, is a remarkable recognition of exceptional ability and unusual professional service.

Twenty-nine years ago, a native California youth, graduating from the Los Angeles State Normal School, became principal of the Chaffey elementary school near Pomona College, California, and he has stayed there until now, when he becomes one of the most important university professors of education in the United States.

In eight years that Chaffey elementary school blossomed into the Chaffey Union High School, and its principal ultimately became the highest salaried high school principal in the state. After a time Merton E. Hill had assistants with higher salaries than any assistant in city high schools. Universities began to throw their degrees at him when he began to render more important professional service of various kinds than any other public school man in the state.

He is high man on all programs, and his "American Patriotism, America's Ideals in the Words of America's Great Men" (Allyn and Bacon), is one of the best books of its class in the country.

No one knew just when or how, but that Chaffey Union High School is the Chaffey Junior College, from which its principal now goes to the State University.

## Dean Lucy Jenkins Franklin

THE dean of women of Boston University has a large part in making the university a vital factor socially, religiously and educationally in New England.

Boston University is not only the largest educational institution in New England, but it has a personality never attained by any other New England institution.

It was cradled with a religious flavor. For years the entire family went to Boston University sympathetically.

When it became a big university suddenly by affiliation with Harvard University and with the State Normal Schools its expanded faculty came largely from the West and South, and brought a home-like social atmosphere with them.

As by magic, at the critical moment, Dr. Franklin came as dean of women at Boston University, and the serious spirit of New England college women was unified and magnified.

Many influences contributed, but no factor was larger than the devotion and personality of Mrs. Lucy Jenkins Franklin.

## Passing of Dr. M. G. Clark

[*From a personal letter to the Editor of the Journal of Education, written on February* 10 *by Mary A. Lord, who was more closely associated with Dr. Clark in his school work than anyone else.*]

"IT HARDLY seems possible that he has left us, and at a time when we so needed his advice and counsel. He left a great imprint upon the school system of Sioux City and upon the people with whom he came in contact.

"I was in a meeting with him until 5.20 Wednesday night. He had another conference after that, and then stopped and signed every letter on his desk before he left the office.

"He attended a joint meeting of two organizations that evening, returning to his home about 11 o'clock. Shortly before 1 o'clock he was taken with a heart attack and within forty-five minutes was gone."

# Foreign-Born Teachers

By ALBERT E. WINSHIP

FOREIGN-born citizens are a vital factor in America. The education of their children is one of the most important problems of American cities.

It is much easier to solidify foreign-born citizens and their descendants than to unify the sentiment of what are known as native Americans.

Teaching as an occupation is much more attractice to the first generation born in America than to the fourth or fifth generation.

State Normal Schools and State Teachers Colleges are much more attractive to young women of foreign-born parents than to young women of so-called "native stock." The city school teachers of the future will probably be largely of this class.

This is eminently desirable, for they will have much greater influence on the education of the so-called foreign population than native Americans would have, and the education of these people is one of the major problems of the day.

We have some interesting facts regarding the home life of such student teachers. In one New England State teacher-training institution there are in the class that entered this September many students from multiple language homes.

*Number One*—My parents speak Swedish and English. The ordinary language of the home is English.

*Number Two*—My parents speak both English and Gaelic, and were well educated in Ireland.

*Number Three*—My parents speak both Polish and Russian.

*Number Four*—We speak in the home Jewish and English.

*Number Five*—My father, a Russian, speaks Hebrew, Jewish, and English.

*Number Six*—My father is Dutch, my mother is English.

*Number Seven*—My father and mother both speak Russian, Jewish, and English.

*Number Eight*—My parents speak Russian, Polish, Jewish, and English.

*Number Nine*—My parents speak Russian, Jewish, and English.

*Number Ten*—My father, a Finlander, speaks Estonian, German, and English. My mother is German, and speaks German and English.

*Number Eleven*—My father speaks Italian, French, German, Swiss, and English. My mother is Bohemian, and speaks Bohemian, German, and American.

*Number Twelve*—My father speaks Lithuanian, Russian, Polish, German and Jewish.

*Number Thirteen*—My father and mother speak Russian, Polish, Hebrew, Jewish and English.

*Number Fourteen*—My parents speak Russian, Polish, Jewish, and English.

*Number Fifteen*—My parents speak Russian, Roumanian, Jewish, and English.

*Number Sixteen*—My parents speak Polish, Russian, Jewish, and English.

*Number Seventeen*—My father is German, my mother is French.

*Number Eighteen*—My father speaks Jewish and English, half and half. He also speaks Russian and Polish. My mother speaks Russian, Polish, Jewish, and English.

*Number Nineteen*—We are Lithuanians. My father and mother speak Lithuanian, Polish, German and English.

In every case these students, who will in two years get an elementary certificate to teach, invariably speak of the desire of their parents to have their children Americans, and want their daughter to be a teacher. In practically every case the home is limited in means, and the parents make sacrifices to enable the daughter to learn so that she may teach.

"To have dominion over your own soul is to have the only kind of dominion there is or can be. It is the essence of life; the essence of a career. It is all there is that is worth while in life; it costs you everything that you are, and gives you everything you become. It is all we are here on earth for, and if you have it, what you do, no matter what it is, how lowly or humble, how high or conspicuous, has in it the element of greatness, because it is sincere and unselfish and efficient, because it is the sign of your dominion." — Mary Garden.

# *Three Famous School Board Members*

By ALBERT E. WINSHIP

## JOSEPH F. CHANDLER, Oakland

MY FIRST address on education in California was in Oakland, in the autumn of 1888, thirteen years after my first visit to the Pacific Coast.

I was on the program of the Alameda County Institute, Philip M. Fisher, county superintendent. That seems like a long time ago, but it was only five years before Joseph F. Chandler, who has been a member of the Oakland City Board of Education for twelve years, was principal of one of the elementary schools of Oakland.

I am sure there is no other member of a city board of education who has had the same thirty-seven years relation to the schools of a city that I have had with Oakland.

I have had occasion recently to say that Superintendent Willard E. Givens has recently written one of the ablest articles on education in recent times, and there has been no year in a third of a century in which Oakland has not played a vital part in education, and Mr. Chandler's activities have been recognized at all times.

Rarely, if ever, has a retired principal demonstrated such thoughtful tolerance as to lead a city to continue him so long on a city board of education, and no one could have attained higher recognition of universal fairness in service to teachers, children, and taxpayers than Mr. Chandler has always rendered.

## GEORGE W. HATCH, Oakland

PRESIDENT HATCH of the Oakland Board of Education for the past four years, and member of the board for ten years, has been a creative factor in the development of the present modernized education of the city.

Oakland has increased 68,000 in Mr. Hatch's term of service, that is about three-fold, and these have been years of intense modernizing of education, especially in California. Nowhere in America have there been more vital problems than Superintendent Hunter passed over to Willard E. Givens, and no city board of education has faced more problems with more sharp complexities than the Oakland city board has faced and Mr. Hatch's board has solved especially in these years as president of the board.

He has retained the confidence of the public largely because of his business standing, which has never been challenged. His personality never ruffles any one. He never permits any one to feel as though he lacked sympathy when in conference on any education question.

Oakland's relation to San Francisco, Berkeley, and Alameda County presents a range of problems which require poise, principle, and reputation of the highest order, and Mr. Hatch, Mr. Chandler, and their associates combine as skillful leadership as we have ever known in any city.

## H. B. CLIFTON, Long Beach

LONG BEACH, California, has developed and maintained personality in education quite remarkable.

Circumstances every way unusual required an entire rehabilitation of its physical plant, and professionally in its educational plans.

Superintendent W. L. Stephens saw the ideal conditions he had created seriously affected the industrial and civic transformation of the city's physical experience.

Ten years ago there came upon the city Board of Education a man everyway adapted to render invaluable service—H. B. Clifton, now president of the school board. He was a realtor who knew what could be wisely done, and his thought was always of the city's future as well as the good of the individual child.

Ten million dollars has been invested in the new school plant. Children are now provided with the best of everything by way of opportunities for education for life from the kindergarten to the junior college.

Mr. Clifton had a vision of a junior college which would give youths an opportunity to get genuine college scholarship and the city have the advantage of their presence. He thinks the city and the homes need the youths during their early college life as much as youths need home influence.

H. B. Clifton will be linked with Long Beach's education for many years.

# Belding's Page

## The Bell Rang

A PITCHED battle was about to break in Room 17 when—as luck would have it—the bell rang. Miss Raynor had been upholding a noisy minority of the class who insisted that the word "athletics" be spelled "a-t-h-e-l-e-t-i-c-s." Another portion of the class, representing a plurality perhaps, knew better. And of course there was a group of neutrals, ready to remain non-combatants until they saw how the tide was turning.

It is queer how that word takes on an extra letter in the spelling habits of many persons. It acquires a superfluous "e" as readily as the word "arctic" drops its first "c."

Also, it is queer how differently different teachers accept a fault when they are caught in one. And every teacher that ever lived has been wrong upon more than one occasion, and has been known to be wrong by at least part of the class.

Up goes that teacher in pupil esteem who gracefully admits a fault. Such a teacher is recognized for a good scout—and a sincere seeker of truth. Nothing is so despicable as for a teacher who is caught in a mistake to be stubborn about admitting the fact.

The notion of a teacher as a person who knows it all ought to go out of fashion more quickly than it is going. Sharers in exploration partake in the common joys of learning together. If the guide gets off on the wrong path sometimes, this is only an adventure.

Still—it is rather distressing to think we have teachers who misspell a word that looms so large on school horizons as "athletics."

## "Conscious Evolution"

THE puppy, the kitten, the calf, the colt, and the cub all grow to maturity in a much shorter time than it takes the human child to become an adult.

The exceptionally long period of plasticity accorded to mankind may well account for much of the progress which man has made. At an age when the habits of the lower animals are set and new tricks can no longer be acquired, the child is still—if not a child, at least a youth, and still able to learn new ways of thought and action.

Education is a conscious effort to bring to bear upon a being still capable of growth those particular influences which shall assist the natural development and shall mould human character into desirable forms.

It is a stupendous responsibility which falls upon the teaching profession, to apply the right influences to the individuals in their charge.

Heretofore the moulds have been too few and too rigid. Education operated a sort of Procrustean bed, to which its victims had to be fitted at the cost of stretching their limbs or lopping off their heads, as the case might require.

Education is recognizing its more difficult task and higher responsibility for dealing with individuals as distinct and different entities, each to be developed toward some pattern proper to his own being. Heads must be left on, and must be respected. Limbs must be allowed to grow normally into their intended service to both body and mind.

The process can be successfully carried on only by those who have infinite patience to understand each child, his latent capacities and innate possibilities, his peculiar aptitudes and his limitations and difficulties as well.

## Passing It Around

INDIVIDUAL education has its problems in a nation like ours which aims more and more to pass education around to all the people.

If the job were merely one of selecting those who are obviously gifted and destined to become leaders, think with what comparative ease it could be accomplished.

America wishes to be prodigal with education. All children must be given as nearly equal opportunities as can possibly be provided. It is part of the democratic ideal. If people are to rule themselves, they must be fitted to do so.

So instead of taking those who early manifest outstanding abilities, or who, by virtue of birth into a certain class, are presupposed to deserve education, education as it is conceived in America must discover those hidden elements of excellence which are to be found in every one. Not that all may become leaders, but that each may achieve his utmost.

## Human Architecture

TO ASSIST the Great Architect in the shaping of a Human Temple is an ambitious enterprise indeed. It not only challenges the best that any teacher has in him, but demands a super-best that can flow only from a soul in harmony with the Divine.

Anson W. Belding

*Associate Editor*

# Reading in Newport News High School

By FRED M. ALEXANDER
Principal

*Careful attention to the testing and development of reading abilities in this high school produced remarkable results. For example, the most backward group made the equivalent of two years' progress in a single semester.*

THE Newport News High School is a comprehensive four-year high school based upon an elementary school system of seven grades. The school is located in an industrial city with a population of 35,000.

The many valuable researches in the field of reading have made it possible for the efficient teacher to cause his pupils to reach remarkably high levels in speed and comprehension. There is now general agreement that rate of progress in all high school subjects depends largely upon the pupil's ability to read with speed and understanding.

Conscious of the possibilities offered here, the Newport News High School places considerable emphasis on remedial instruction in reading. The initial step in the technique is a pre-test given to all incoming freshmen at least a month before they enter high school. The standardized Sangren-Woody Reading Test is used. The school not only learns by means of this test the relative achievement of the pupils examined in comparison with national standards, but also carefully diagnoses specific weaknesses and strengths. This latter function is even more important than the first one in suggesting plans for remedial teaching.

## PROBLEM

The school undertakes the two-fold job:—

1. Of discovering the freshmen below the standard, diagnosing their specific difficulties and focussing unlimited effort on developing them to the upper limit of their capacities in reading ability.
2. Of discovering the freshmen above the standard, segregating them, preventing them from falling into bad reading habits, and enabling them to establish reading technique commensurate with their abilities by providing for them a rich and abundant supply of reading material under the expert direction of the teacher.

## PROCEDURES

A brief summary of the procedures used in solving this problem and some of the results during the second semester of the session 1929-30 will indicate the degree of success achieved, and some of the possibilities of the plan.

Early in January, 1930, the principal administered the Sangren-Woody Reading Test, Form A, to all prospective incoming freshmen. The scores of this test were correlated with the mental ages, and intelligence quotients derived from the Otis Self Administering Test of Mental Ability, Form A.

There were ninety pupils in the group thus tested. Their reading ages and ranks in comparison with national standards were determined. Diagnosis of the strengths and weaknesses of each pupil were made on the following bases:—

1. Word meaning.
2. Rate.
3. Fact material.
4. Total meaning.
5. Central thought.
6. Following directions.
7. Organization.

Using these seven reading abilities, a reading profile chart was made for each pupil showing his general grade level in reading and his grade level in each of the seven reading abilities listed above.

After a thorough evaluation of all the results of the tests in reading and intelligence the ninety pupils were classified in English 1, which is a course in reading and literature, in three sections—X, Y, and Z on the basis of their scores on the Sangren-Woody Reading Test, Form A. The three sections were placed in the same period in vertical fashion, each having a different teacher. This plan provided opportunity for shifting pupils up and down at any time without disturbing the pupil's or the school's schedule when error in placement is discovered or remedial instruction improved the reading ability of an individual pupil sufficiently to justify transferring him to a higher section. When the graduates of the seventh grades were transferred to the high school on January 27, 1930, the first day of the second semester, they found their schedule cards awaiting them. They were assigned to their respective sections, and began their work without delay. All of the thirty-three pupils in Section X were either above or very close to the national standard for the eight high grade.

## REMEDIAL TEACHING

The head of the English department and the three teachers concerned applied the scientific conclusions of many of the researches made in the field of reading during the last several years. Each classroom is fitted up attractively as a laboratory. In addition to the general school library, where freshmen have six lessons a semester in the use of a library, each classroom has its own library consisting of a rich selection of books suited to the age and grade level of the pupils as indicated by scientific research. The starting point in any remedial program in reading is an abundant and rich supply of good books that are interesting, easy to read, displayed attractively in the classroom, and in easy reach of the pupil.

## METHODS USED WITH SECTION Z

The teacher made the child the centre of the procedure. For remedial material interesting matter of almost every kind was purchased for this section. By using material for practice which the learner could readily interpret and understand and that was well adapted to his intellectual needs the problem of developing perceptual powers was attacked.

Realistic story material well suited to questioning was chosen for intensive classroom work. The four books read and used in formal class work as remedial material were "David Copperfield," "Treasure Island," "Arabian Nights," "At School in the Promised Land."

Special drill was given on words that offered difficulty. For drills on interpretation each child purchased a Webster's Secondary School Dictionary. They discussed words found in reading material that offered difficulty either for pronunciation or meaning. Often the word was discussed for connotations outside its immediate use. An attack at pronunciation was made through a review of phonograms and syllabication.

A certain amount of practice was given on materials that were familiar as to context (that is, material already read and discussed in class), so that getting the meaning did not present a difficulty nor was meaning slighted in the speed drill under such conditions. As the class manifested signs of increased ability in speed, it was given practice exercises in both speed and comprehension, so as to increase comprehension at a more rapid rate of reading.

Speeding up the rate of reading tends to stimulate greater concentration of attention. However, material must be selected on the level of the learner's intellectual capacity. For this reason definite selections were chosen both from the books used in class study and from periodicals and newspapers. At first the selections made were just below the reader's level; they were gradually increased in difficulty, but never carried beyond his capacity. His reading ability was raised gradually, so that he could be given more difficult material with almost each new exercise. The situation was so handled that the child worked and read with the *intention* of getting the thought, for he was apprised of the value to him of each exercise and told how and for what purpose to attack it.

To direct and measure comprehension the teacher used multiple choice, true false, completion, and recall tests which required the pupils to check various possible implications of the paragraph. They were asked at times to supply answers to various questions. Records of these test scores were kept and graphs were made. Knowledge of success acted as the greatest stimulus and incentive for increased effort.

Other materials were used to cultivate reading to note details and to find the central idea in sentences and paragraphs. Most of the several types of comprehension exercises already suggested were utilized to obtain these skills.

Then, too, the reader was encouraged to stop at intervals and practice recall of central idea or important details.

The atmosphere under which the children worked was one of freedom from formality and restraint. The room was equipped with movable chairs and large tables upon which were supplies readily accessible, such as: Webster's Unabridged Dictionary, copies of Roget's "Thesaurus"; a book stand containing single copies of attractive books of fiction, travel, etc. A row of book shelves contained books with intriguing covers, titles, and illustrations. The flexibility of the situation, the ease of obtaining books, the joy and delight of reading material that appeals to individual interest and intellectual capacity are fundamental to the learning process with a group of retarded pupils who acknowledge that they do not like to read. For this reason the supplementary book shelf contained books that represented reading material for children at fourth, fifth, sixth, and seventh grade levels in reading ability. Each child in the room found stories suited to his reading capacity and to his intellectual interests.

A few minutes were spent at the beginning of each period in discussing the supplementary books. This discussion assumed various forms. At one time the teacher selected the book apparently at random. She showed the illustrations and told incidents about a few of them. Then turning to a child whose rapt expression indicated interest, she gave it to her saying: "Mary, I believe this is just what you would like to read."

When a new book arrived the teacher skimmed it for a few minutes before the class, and asked if there was a boy who would be willing to read it so as to let the class know whether or not the book should be kept on the shelf.

Often the group was allowed open forum discussions; then, again, they fell into informal friendly chats, each with his neighbor, about books he had read. At the end of these periods the class went to the shelves to look over the books. It was then that the teacher observed how the advice of fellow students was followed.

Sometimes children requested permission to tell just enough of a story to advertise its interest qualities to the group. It was purely through such informal discussions as these that reports on reading were gathered. The book report either written or oral was never used.

On occasions when a child was found to be exceedingly backward in making an attempt at reading the supplementary books, the teacher had personal conferences offering stories especially selected because of their interest value to that child. Often the teacher asked the child to try to get a classmate interested in reading. One boy who had boasted of never having read a book, was reading a book a week at the end of the second month because a classmate had brought him suitable books from home.

## RESULTS

Some years ago five books a year studied carefully in class was regarded as a reasonable standard in literature. While standards for outside reading were rather nebulous under the old-fashioned book report system, a book a month read by every pupil was considered satisfactory.

One encouraging result of the present plan is that section Z, which started out as the weakest group in reading ability at our first stock-taking on April 1, 1930, did more work and better work in two months than the average class did in a semester ten years ago. The reading accomplished by each of three groups during the period of two months ending April 1, 1930, was as follows:—

Section Z, the weak group, studied three books in class, namely, "The Arabian Nights," "David Copperfield," and "Treasure Island." Outside reading by individual pupils in this group ranged from no outside reading by one pupil to twenty-four books read by the member of the group reading the largest number. The average for the class was 5.8 books and the median was 3. The twenty-six pupils in the group read 150 books.

Section Y, the middle group, studied three books in class, namely "David Copperfield," "Silas Marner," and "Merchant of Venice." This group of thirty-one pupils read a total of 210 books outside of class, or an average of 7 and a median of 6 for the class. One pupil did no outside reading, while eighteen was the largest number of books read by any one pupil in the group.

Section X, the high group, studied five books in class, namely, "David Copperfield," "Treasure Island," "The Oregon Trail," "Silas Marner," and "The Merchant of Venice." This group of thirty-three pupils read outside of class in two months a total of 700 books. The pupil reading the lowest number of books read 8, and the one reading the highest number read 53. The average number of books read by the group was 21.21. The median was 21.

## GROWTH IN READING ABILITY OF PUPILS ENTERING NEWPORT NEWS HIGH SCHOOL JANUARY, 1930

Second Semester, January 27 — June 7, 1930

Based upon Sangren-Woody Reading Test—
Form A given January, 1930
Form B given May, 1930

This group of ninety pupils entered the Newport News High School on January 27, 1930, after having taken the Sangren-Woody Reading Test Form A about the middle of January. As a means of checking on the growth of this group in reading ability the Sangren-Woody Reading Test Form B was given about the middle of May, 1930. The results indicating the degree of growth are listed in tabular form below.

| | | | |
|---|---|---|---|
| Entire Group 90 pupils | | | |
| January, 1930 Median Score, Form A—88 | Grade Level 7.6 | Growth for entire group 9 months, or one year. | |
| May, 1930 Median Score, Form B—97 | Grade Level 8.5 | | |
| SECTION X — 33 pupils | | | |
| January, 1930 Median Score, Form A— 97.41 | | Grade Level | 8.5 |
| May, 1930 Median Score, Form B—108.25 | | Grade Level | 9.6 |
| Growth | 10.84 | | 1 yr. and 1 mo. |
| SECTION Y — 31 pupils | | | |
| January, 1930 Median Score, Form A— 85.61 | | Grade Level | 7.4 |
| May, 1930 Median Score, Form B— 95.60 | | Grade Level | 8.4 |
| Growth | 10.08 | | 1.0 yr. |
| SECTION Z — 26 pupils | | | |
| January, 1930 Median Score, Form A— 65.79 | | Grade Level | 5.7 |
| May, 1930 Median Score, Form B— 86.70 | | Grade Level | 7.5 |
| Growth | 20.91 | | 1 yr. and 8 mos. |

The standards of the Sangren-Woody Test are expressed in terms of grade levels, hence the tabulation above is read as follows: A total score of 84 is that made by the average pupil at the end of the second month of Grade 7.

Remedial instruction during the semester from January to May has produced growth as follows: The reading ability of Section X has increased from a point beyond the middle of the eighth grade to a point beyond the middle of the ninth grade or a growth of more than a year during the semester.

Section Y has grown from middle seventh grade ability to middle eighth grade ability, or an improvement of an entire year in a semester.

The greatest improvement of all was shown by Section Z, the slow group. The reading ability of this group has improved to the extent of approximately two years during one semester. It has grown from a level a little below the sixth grade to a level slightly below eighth grade reading ability.

The following partial list of books is fairly typical of the outside reading of these pupils:—

Kidnapped
Silver Boy
Boy Tar
Lord of the Jungle
Laddie
Alice in Wonderland
A Child's Dream of a Star
Contact
Can't Get a Red Bird
Ree Wee Harris in Luck
The Littlest Rebel
Bird's Christmas Carol
Rebecca of Sunnybrook Farm
Winne-the-Pooh
The House of Pooh Corner
Courageous Companions
Peter Pan
The Dark Frigate
Dream Children
Smoky
What Can Literature Do For Me?
The Chief of the Herd
Two Years Before the Mast
Penrod and Sam
Heidi
Little Women
The Story of Roland
A Christmas Carol
Love Lyrics
Child Rhymes
Kim
Bambi
Little Lord Fauntleroy
Tutt and Mr. Tutt
An Old Fashioned Girl
The Story of Troy
The Children of Dickens
The Gold Bug
Treasure Island
The Man Without a Country
Tom Sawyer
Huckleberry Finn
Cow Country
Penrod
The Story of Roland
Tom Sawyer Abroad
Beneath Tropic Seas
Anne of Green Gables
Ivanhoe
The Bronze Turkey
Little Men
Swiss Family Robinson
Skyward
My Hike
On the Bottom
Strictly Business
The Cavalier
The Great Stone Face
A Boy of the First Empire
The Call of the Wild
Wild Animal Ways
I Like Diving
We
Royal Road to Romance
Father of Little Women
Jane Eyre
Riley's Poems
Flying with Lindbergh

# Practical Child Study

By DR. WILLIAM A. McKEEVER
Director, Oklahoma City School of Psychology

*The writer believes that parent-teacher groups are missing their great opportunity for actual exchange of thoughts and observations regarding the child and his development. A sample program for a parent-teacher gathering is here suggested.*

THE most urgent need in the field of education today is a better informed, more intelligent parenthood. The foundation for this much desired goal is already laid; that is, the parents are fairly well organized as members of a nation-wide parent-teacher institution. However, as yet, this mammoth movement has failed to recognize its most significant opportunity, namely, to learn by study and discussion the nature and requirements of the growing generation.

Now, having stated the matter rather destructively, I shall summarize the steps which might seem to lead toward the desired goal.

1. Let every local association assume that the first business of each regular meeting is better informed parenthood.
2. Proceed with the assumption that any common parent may contribute something helpful to the session by relating how she undertakes to manage and train her own children.
3. Let the watchword of achievement be: Every interested member possesses some helpful first-hand information which she is in duty bound to offer to the others, when asked to do so.
4. To read a paper, to make a short talk, to relate an incident in training, to report on some observations or tests, to explain some conspicuous achievement in management, to explain or demonstrate a new way of dealing with the young—anything of such a class should be considered a worthy contribution to the purpose as stated.
5. Not the occasional outside speaker, but the parents themselves, taking their turns, exchanging ideas and ideals, relating their intimate experiments and experiences with their own children, reporting on what they have read, accomplished, learned—these efforts, continued, will gradually develop a body of informed parents.
6. A well arranged program, carefully selected topics, brief and pointed talks, free-for-all discussions at the close—these are the essentials to be watched and guided by the judicious

presiding officer, and a successful meeting is assured.

I will give a sample program, the like of which should be used in service of every regular meeting of the child-study group.

General topic: *Childhood Fears and Nerve Shocks.*

1. When and How Do Fears Arise in Child Life? (Fifteen-minute discussion by a parent.)
2. What Is the Theory of the Shock Complex During Childhood? (Fifteen-minute discussion by a teacher.)
3. A Definite and Practical Way of Removing or Healing the Fear Shock and Other Subconscious Wounds. (Fifteen-minute discussion by some one who has studied and perhaps practiced the modern method of re-education through the sub-consciousness.)
4. Fifteen to thirty-minute discussion by volunteers, with brief summary by the presiding officer.

# The Climax of Musical Instruction

By ARTHUR H. BRANDENBURG
Music Supervisor, Elizabeth (New Jersey) High Schools

THE music instructor whose task it is to cultivate a genuine appreciation of music in school children must be a salesman of the best sort. He needs abundant enthusiasm, plenty of data on the piece he selects to put over, and after he has done his level best in presenting favorable arguments for the acceptance of the selection it is of prime importance to have a medium that will re-perform such a composition in the most real and artistic manner.

The reproducing pipe organ, a symphony orchestra and organ in one, seems to me to be about the best medium one could use in the music appreciation classes.

The increasing use of this instrument in the schools of the country represents a trend of first importance in both educational and musical fields. In this movement public schools of the city of New York have taken a commanding lead with the installation of seven three-manual instruments of this type.

That these instruments for the first time will offer opportunities for visual instruction in musical appreciation, organ registration and theory and composition is a development of great promise. In organ instruction without the visual feature it is necessary for the student to test out by trial and error what tonal quality or sound is produced by a particular stop or combination of stops. With the new device on the New York school organs, pilot lights in colors indicative of the type of instrument being simulated will illuminate the stops controlling these sounds as the instruments simulated are brought into the composition by the automatic playing of the roll.

The pipe organ has a wide range of pitch and the tone is so powerful or so subdued in contrast that the effect is commanding of respect. What student is there who would not react to a stirring march played with full organ, or whose heart would not be gripped by a whisper from the echo choir as it seems to come down from celestial realms?

Compositions among the great masterpieces of music as a whole suffer little if transcribed to the organ which, through the automatic feature, opens up a priceless storehouse of music hitherto unheard by the public in general, namely, the field of pipe organ music itself. Few people of our vast population of these United States ever hear the greatest masterpieces of the organ such as the Widor Symphonies, the colossal Preludes and Fugues of Bach, and those superb works of Guilmant. Many standard compositions whose popularity is declining might be dressed up anew with the wide range of tonal coloring from an organ.

One reason why I think the reproducing pipe organ, particularly with the visual system, is the most effective instrument to teach appreciation of music is that it can be quite skillfully handled by a pianist. One can show how an accompaniment can be played on one organ manual and the melody by means of a solo stop can be played on another manual and possibly give a change of tone color to the melody at times. Again, some students have difficulty following so-called "parts" in a composition and as record is being played the instructor might pull an additional stop which would help those students to more readily focus their attention on the progress of a particular melodic contour. Harmonic progression is even more difficult for some students to grasp than melody, and the organ could be used advantageously here, for on the organ tones are sounded as long as the keys are held down, while on the piano tones fade as soon as the keys are struck and the pedal changed.

What I have said before refers distinctly to classroom appreciation work. A reproducing pipe organ can be put to even greater usage. It can be made an institution in itself, taking an active part in many school functions.

Many a supervisor of music would welcome a pipe organ for accompaniment to assembly singing. Nothing would inspire group singing more

than a fine supporting background to the hundreds of children's voices. Along this same line I might mention that a music director of a high school chorus would be given a great helping hand if he could have organ accompaniment to some large work such as the "Messiah." Few high schools have in their orchestras all the instruments of a symphony orchestra. The organ with the corresponding stops of the instruments lacking will always fill the gaps in orchestration. Bass parts can always stand more support, and the organ would serve admirably in this capacity.

It is obligatory on our part to give the future men and women all the help that we can so they may be better fitted for life, and there is nothing like good music to lead the younger generation to give forth their best efforts and to help them become better citizens.

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# Fair Play for the Classical Course

By MAYNARD C. WALTZ
Keene, New Hampshire

GREAT crises make men think. While conditions are nearly normal, superficial answers may with safety be given to the few disturbing questions. But let a majority be jolted out of the even tenor of their ways, and then there is a return to sober thinking. Questions of vital importance are asked and real answers must be returned. The present unemployment situation with its formidable array of unanswered questions gives ample proof of the truth of the above statements.

One of the major questions facing American educators today is: How best to train children so that they can better adapt themselves to their environment at all times? And it is in connection with this method of training that there is a wide divergence of opinion. I am only going to discuss one phase of this, the value of the classical course in the secondary school.

The parents of a boy who is to enter high school in the fall come to you for advice. They have given a great deal of thought to the future of their child, but so far are confused as to what studies they shall urge him to pursue. Ninety-five per cent. of their friends, who are not college trained, favor vocational courses with no Latin and very little mathematics. The family doctor and their only lawyer acquaintance enter a plea for the classical course. The many school boy friends, who are not taking Latin, are vehement in their denunciation of Latin, as it is too difficult, and anyway it is a "dead language." And so these parents have come to you, the expert, for educational guidance. What is to be your answer? If you have had classical training yourself, you will undoubtedly present the advantages and limitations of all of the courses with advice as to the course which will be best suited for the individual concerned. If you have had no classical training, most likely you will rule out the Latin immediately as being a waste of time and energy. But are you sure of your ground? You cannot speak from your own experience with Latin, but must justify your action from experiences with those of your students who have taken Latin or from what others have said or written of it. If you recall your former classical students, you probably will be obliged to admit that they were your highest ranking ones. Only this year one of my students said that she did not believe in achievement tests as they were of such a nature that the Latin students always did better in them. If you are relying upon the statements of other people, make certain that they speak from a successful completion of classical studies. I say "successful completion," because so much opposition to the classics comes from those who have found them too difficult.

Dean Andrew West of Princeton in his "Value of the Classics" presented statistics showing the superiority of classical students over non-classical in the chief secondary and college subjects. He also included statements of nearly three hundred competent observers representing the leading interests of modern life. I need only to mention the names of Theodore Roovevelt, William H. Taft, Woodrow Wilson, Robert Lansing, Champ Clark, Nicholas M. Butler, Grover Cleveland, Herbert Hoover, and Henry Cabot Lodge, to show the type of men included.

In an article in the December American Magazine Professor William Lyon Phelps tells of an English gentleman who attributed his success as a business executive to the fact that in England he had received a thorough training in Greek and Latin literature. Professor Phelps also mentioned that Lord Chief Justice Coleridge read something in Greek or Latin every day, and that Lord Arthur Balfour was familiar both with the classics and the wise books of the East.

What better proof of the value of classical training can be found than the testimony of these famous men? One of the most surprising things in their testimony is that they considered the mental discipline obtained by studying the classics of

great importance. And it is probable that the persistent application and continued compulsion of the mind to attack difficult problems and to think its way through to a solution forms habits which are of inestimable value in any walk of life. Is it not possible that we have been encouraging guessing, and that too often the man who has shown the greatest skill in concealing his ignorance has won the prize? Have we attached too little importance to the moral effects of good hard work? It seems that our superficiality and lack of fundamental business sense is well revealed in the stock market crash of nineteen hundred and twenty-nine and our present financial difficulties. Is it not possible to carry our theory of "interest" too far? I am wholly in accord with appealing to the interest of the student whether in Latin or in any other study, and I believe that our modern Latin textbooks compare favorably with the textbooks in any field. But I sometimes wonder if it is wise to allow the student to pursue only those studies in which he is greatly interested and which consequently are easy and pleasant for him. Such a system of training may give the student a false picture of life because many of life's greatest tasks become uninteresting and difficult at times. Therefore, Mr. Guidance Officer, if you honestly feel that Latin has no practical value for one who speaks the English language, which derives sixty per cent. of its words from the "dead language," or for one who will need increasingly more a cultural and historical background as our leisure time increases, throw out the classics on general principles. But if you have an open mind, present the possibilities and limitations of all courses fairly and realize that the value of each will depend upon the individual needs and capacities of the pupil concerned.

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# *They Say*

DOROTHY CANFIELD FISHER:—

"Doctors would rise in a body and throw their chairs at speakers who continued to tell them year after year to try hard to cure the sick, or to talk sentimentally about the glorious usefulness of their profession. What their speakers tell them is: 'Here and here and here are new things which you must learn or your colleagues will disown you.' But teachers rarely receive from the outside any stimulation to keep moving intellectually themselves, as well as to push other people forward."

---

PRESIDENT MARSH, Boston University:—

"Laughter provides both physical and mental release. It counteracts rigidity, and gives one a release from difficulties which weigh on the mind. Laughter has a distinct social value in making a person livable and responsive. It provides an emotional release that makes for a wholesome and cheerful outlook."

---

DR. LUCY J. FRANKLIN, dean of women, Boston University:—

"Four common objectives toward which colleges and homes should work harmoniously together to achieve happiness and family adjustment are health, constructive leisure-time activity, vocations and religion."

---

WALTER R. HEPNER, superintendent of schools, San Diego, California:—

"Teachers are carriers of culture."

DR. E. J. HUMPHRIES, Psychiatric Institute:—

"Dual or triple persons live in the same body, strangers to each other or one another."

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GOVERNOR LARSON of New Jersey:—

"Economic depression has served to uncover a wealth of human kindness and consideration."

---

H. C. DOWDALL:—

"Grammatical pedantry often side-tracks thought, and so leads to confusion."

---

JOHN DEWEY:—

"No person taught by experience ever escapes the reflection that no matter how much he does for himself, what endures is only what is done for others."

---

JOHN ERSKINE:—

"I see no future for opera, and I don't think it has even a present."

---

HERBERT HOOVER:—

"It isn't so much what we spend that counts—it's what we earn."

---

JANE ADDAMS:—

"Certain Chicago citizens point out, almost with pride, that if other cities have escaped the bootleg wars, it is because they are less strategically located than Chicago in the scheme of liquor distribution."

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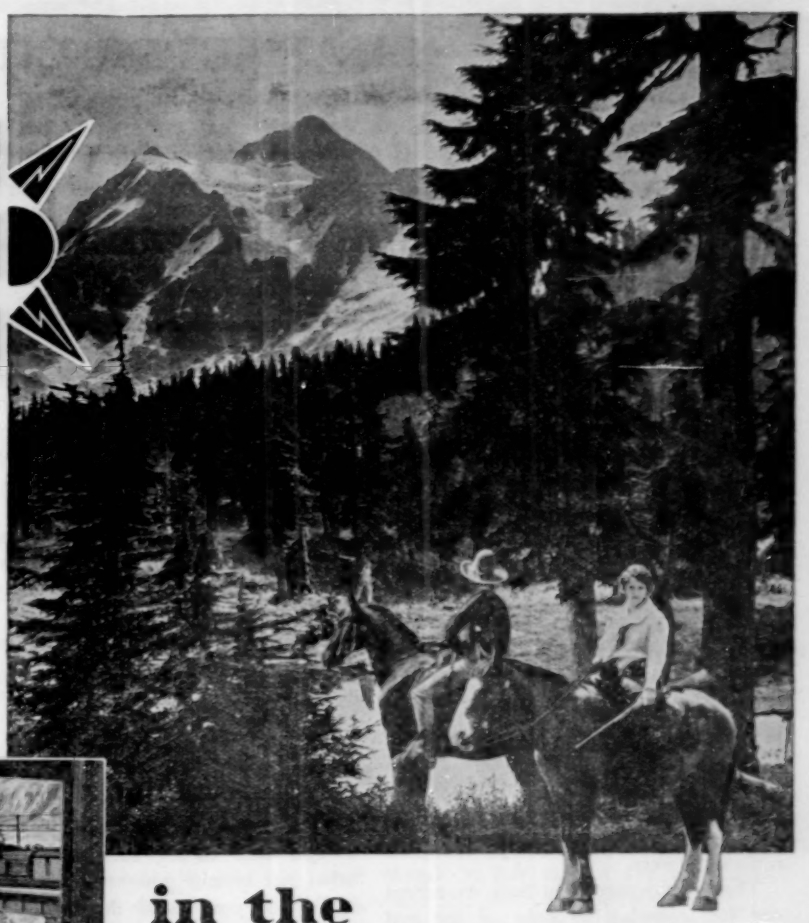

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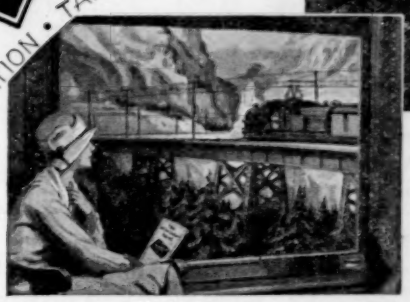

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TO THE SEA

# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## To Make a Stone a Flower

How many noble mothers in this great land of ours, with happy hearts, are making flowers of stones, the brightness of their inner selves reflected in the way they strive to make their homes more beautiful.

Not long ago I was called into a home where there was very little money from one year's end to the next. The house sat in a tumble-down condition on an ill-kept street. The door itself was battered and weather beaten, but within there was the radiance of a beautiful mother-spirit. The curtains were clean, and while made of cheap goods had a richness of arrangement about them that added dignity to the room. A shabby chair drew a reflected beauty from a hand-worked cushion that served to render its hard seat comfortable. Wherever the eye fell it found mute but pleasing evidence of the lovely spirit of an unfortunate mother who was able to turn stones into radiant flowers.

The true victory is in how we accept our lot, complaining only of the evil that surrounds us, using all else to render good to ourselves and others. In the early days out West, few suffered from hunger in the little settlements, for though people had little, they shared much. They found joy even in a crust of bread when in sharing all they had they fed to the full on companionship and love.

This little poem is well worth remembering. It speaks of joy in little things, and the overflowing beauty of our inner selves which redeems any circumstance in which we have to live.

TO MAKE A STONE A FLOWER

By William H. Davies

Here's an example from
A butterfly;
That on a rough, hard rock
Can happy lie;
Friendless and all alone
On this unsweetened stone.

Now let my bed be hard,
No care take I;
I'll make my joy like this
Small butterfly,
Whose happy heart has power
To make a stone a flower.

---

## Prince Otto's Gift—I

(A Legend of Bavaria)

When church was over it was the usual custom for Prince Otto to mingle with the peasants, and for an hour or so chat with them about the things that were uppermost in their minds. In this way he learned in advance just what causes for complaint existed, or what opportunities lay undeveloped on his wide lands. He learned, also, the troubles of the people over whom he ruled and by his kindly interest and advice was often able to be of real assistance.

One day, as he strode forth from the church, he noticed a little old man who took off his cap and bowed low as he passed.

"Friend," said Otto, "I have not seen your face before. Come, tell me, who are you, and from whence do you come?"

"Respected Master," said the man, "I am Simon of Seven Oaks, and my land lies off to the eastward, just over the boundary of your dominion. My way to church usually lies in the opposite direction, and it is on that account that I have not come to your notice before."

"Tell me, then," said the prince, "what has brught you here today?"

"To see you," said the man. "To take off my cap to you and bow before you as you pass."

"Is it known to you?" asked the prince, "that I always grant one wish to some peasant each Sunday morn?"

"That is known to me," said the man.

"Then you wish something. Come, my friend, are you in need?"

"I wish nothing," cried the old man earnestly. "My only desire has been fulfilled. I have taken off my cap to you and bowed before you as you passed. I am now happy and shall go back to my acres, more than pleased because in addition to all this, you have spoken to me."

(To Be Continued.)

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## Prince Otto's Gift—II

"You are a strange man," said Prince Otto. "Come, now, permit me to grant you one wish. Will it be a young cow or a beautiful white goat, or a huge, nicely-smoked ham that I have hanging over my fireplace?"

"You compel me to tell you my secret," said the peasant.

"My son grew to the age of seventeen, a rascal and no good. He said there was no God, and he laughed when I spoke of another life. He went about from place to place making trouble for himself and me. One night he followed you, and when you came to this church and entered in, he laughed, and thought it would be great fun to spy upon you. He stole in after you, and hid himself where he could see everything you did.

"For two long hours he watched you as you knelt and prayed, and in those two hours something came to him. The candles seemed to feed his spirit with new light, and in the gloom mysterious voices spoke to him. His heart was stirred, and he prayed for the first time in years.

"Beloved prince, from that day my son has been a changed man. He works, now, side by side with me in the field, and no family has become happier than mine."

Prince Otto looked at the old man a long time in silence, then he said: "Your words make me tremble. If what I do in silence and when I think I am alone is so freighted down with good or ill for others, what must be the burden that I bear for what I do when I go forth into the crowd, speak to men's ears and do what I do before their very eyes?"

---

## How Man Was Made—I

(An Indian Legend)

Ee-ee-toy was sad. He sat on the top of the blue mountain, and watched the world growing under his feet. He saw a cactus unfold its golden heart into a thing of marvelous beauty. Ee-ee-toy sighed. "Of what use is its beauty," he said, "when only my eye beholds it and appreciates it? The lizards run like lightning around its roots and never lift an eye to it. The birds sit on the sagebrush so near that its perfume covers them like a cloak, and see nothing of it. It is indeed sad to sit thus in a glorious world, alone, with no one appreciating anything I have done."

The next day Ee-ee-toy sat in the same place again. He saw a beautiful storm cloud unfold from under his feet, sweep down across the desert, trailing its blue brooms of rain. Ee-ee-toy sighed. "It is beautiful," he said. "It is good! See how the thirsty plants revive; hear how the birds sing, and yet not one has understood the beauty of this thing that has come to them. Not one has watched the silver arrow of the storm as it darts to earth; not one has felt joy in the drifting brooms of the blue rain."

As Ee-ee-toy mused, the rain cloud lifted and beneath, as though painted by a master hand, a vast rainbow grew into a bridge of glorious colored light.

Ee-ee-toy covered his eyes with his vast hand. He bent down his head,

and was very sad. Well he knew that not one of all the creatures he had made lifted up its eyes and grew glad at sight of that glorious bow.

The next day Ee-ee-toy sat long on the blue mountain and thought. At last he clapped his vast hands till the echoes rolled and trembled through all the canyons in the world. Instantly the air grew full of the flapping of swift wings and the earth trembled with the running of many feet, and flowers formed in clouds above his head, and petals rained about his shoulders till the mountain sides were gay with them.

Ee-ee-toy smiled. "Friends," he said, "are you happy in the world in which I have placed you?" In answer a thousand birds sang till the world seemed full of sweet music.

"I have given you joy," said Ee-ee-toy, "because I love happy, contented things, but I am lonesome. Not one of you has the power to look abroad and gain his joy from the beauty of some other thing. Today I wish to create such a creature. What form shall he take? Think well, my friends, for in him will be lodged a power like to my own. He shall in time rule over all of you as your king. What gifts do you bring to this creature that is to be?"

(To Be Continued.)

## How Man Was Made—II

When Ee-ee-toy had finished Great Eagle spoke. "I give him eyes like my own, far-seeing, clear and brave eyes that no height shall daunt, nor any depth dismay." Ee-ee-toy smiled.

Great Bear then spoke. "Let him walk like me," he said, "head in the air, mighty and majestic, so shall he rise above the earth and the earth smell that goes always where feet go." Ee-ee-toy smiled again.

The meadow lark spoke. "I give him song," he said, "and the joy that goes with song. Through song let him express his gratitude for all that you shall do for him." Ee-ee-toy nodded.

Great Parrot then spoke. "I give him words," he said. "Through them he shall speak to you better than we can speak, for from us, O Great Father, you have withheld the gift of appreciation." Ee-ee-toy nodded.

Great Opossum spoke. "I give him hands like to my own—may they be far more marvelous, finding in the use of tools opportunities for greater labors in the service that you shall require of him."

Ee-ee-toy smiled and nodded.

Thus came man into being, bearing into life all the best that lay below him in the world of things.

But man was not happy. As he looked abroad, he saw the beauty of the flower and the glory of the rainbow, and he heard the song of the bird, and listened in awe to the voice of the great thunder, but seeing all and understanding all, he was unhappy. Day by day he went forth, head bent to earth, sorrowful even in the spring, when every other creature sang in its own way with joy.

Then said Ee-ee-toy to the first man: "What is it that makes you sad?" and the man cast down his eyes and did not answer, and once more Ee-ee-toy asked, and then the man said:

"I am unhappy, because I am like to these other creatures of your hand. I am not free. Your will is my will. My eyes are open to the way I might go, and yet must I go your way, as these."

Ee-ee-toy smiled. "It is as I feared," he said. "In granting to you appreciation, I have stirred up the thunders of desire. They roar within you, but because I love you I give you all. Be free! House in your little form a will like mine. Now have you risen to a seat beside my own."

From that day man went forth with a god-like power within his breast. Where he has used it wisely and for good all has been well with him, but where he has used it for evil, happiness and love have fled away.


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MUSIC ON FIVE VICTROLA RECORDS

CONTENTS:

PART ONE—ASSEMBLING THE ORCHESTRA

Response to rhythm without instruments
Acquainting players with sticks and clogs.
Technique of playing triangles and cymbals
Technique of playing bells and pipes
Technique of playing tambourines and drums
Skill in playing as a complete orchestra

PART TWO—PROJECTS AND PROGRAMS

Opportunities for developing creative instinct
Projects; a further development for the rhythm orchestra
Holiday programs with the rhythm orchestra
Semi-classical music—index to materials

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Fundamental Rhythms and Folk Music
Indian, Chinese, Slavic and Arabian Music
Semi-Classical Music and Marches.

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Harvard Square, Cambridge, Massachusetts

# The BOOK TABLE

PRE-SCHOOL MUSIC. A Book for Mothers and all others interested in Childhood. By Floy A. Rossman. Cloth (8 by 11 inches). Boston and New York: C. C. Birchard and Company.

When we first knew Canada intimately we could not see why there should be two countries so near alike in every way with one governed over seas, and I asked a highly intelligent Canadian how long the present condition would continue, and his prompt reply was: "As long as mothers teach their children to sing lullabies, and the fathers sing 'God Save the King' at the close of all public meetings."

"Lullabies" are the creation of love of native land, and "God Save the King" will make men ready to die for the country they love.

Apparently the bottom is dropping out of immature republics because they overdid the "lullaby" period and failed to magnify the "God Save the King" phase of it. They want to die for the "lullaby."

Floy A. Rossman has bridged the distance from the lullaby age to the grown-up stage in his "Pre-School Music," with nine lullabies, six tone songs, seven mimic play songs, and songs of interest for grown-ups.

There are twelve plateaus of music adapted to ages and interests in music, so that songs play into the school and community life of every one from "lullaby" to "God Save the King," from the little folks to the battle line.

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HOME-ROOM ACTIVITIES. By Iris Cleva Good, Fort Morgan, Colorado, and Jane M. Crow, State Teachers College, Kirksville, Missouri. Educational Executives' Series, Carlos B. Ellis, editor-in-chief, Springfield, Massachusetts. Cloth. 420 pages. 420 Lexington Avenue, New York City: Professional and and Technical Press.

"Home-Room" is a new term of a definite plan of using a special school hour for practice in citizenship and character, promoting extra-curricular activities such as have not been provided for in the traditional school curricula.

This is the most helpful opportunity provided for enlightenment as to spirit and the ways and means of attaining desired results.

R. J. Waters, University of Denver, in the "Introduction," makes a clear, intelligent and impressive statement as to the purpose of the "home-room":—

"There is abundant evidence of the need for greater emphasis upon activity and participation in affairs as a basis for attaining the ends sought in leading immature childhood to responsible adulthood. The complex heritage that each successive generation is to understand and to pass on in an improved state demands higher attainment, and hence greater specialization, in leadership through the educational controls. School organization, equipment, and type of activity employed are being changed to meet the newer conceptions of social needs, and at the same time to conserve the important values of older institutions.

"Home rooms offer a means of insuring the necessary opportunities for small group participation and for coordination of outcomes otherwise lost for lack of association in proper perspective. Under proper direction the home room becomes not only a clearing house for ideas, but a place where emotional attitudes are developed and guided."

---

NEW LABORATORY EXPERIMENTS IN PRACTICAL PHYSICS. To accompany Black and Davis' "New Practical Physics." By N. Henry Black, A. M., Harvard University. Cloth. New York: The Macmillan Company.

This is a revision of "Laboratory Experiments in Practical Physics," which was published six years ago. All of the practical features of that book are retained and there are added several features that modern mathematical practices make desirable.

---

LECTURES ON DARWINISM. By Arthur Willey, McGill University. Cloth. 198 pages. Boston: Richard G. Badger, The Gorham Press.

Evolution has lost much of its terror in the church and much of its fascination for youth. Its chief influence is as a suggestion of liberalism in thinking, as an approach to science.

There is certainly a welcome for Professor Willey's skillful presentation of theory which aroused public thought in the nineteenth century.

It will be wholesome for all students of modern progress to reread these lectures. There is nothing fiercely liberal, and there is certainly nothing timid in Professor Willey's view of science. We know of no book of today that presents the subject more intelligently than do these "Lectures on Darwinism."

---

ENJOYING POETRY IN SCHOOL. By Howard Francis Seely, the Ohio State University. Cloth. 267 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

The title of the book is a noble approach to any textbook on teaching literature. It is impossible to teach poetry or anything in literature unless the students enjoy what they are studying. There is nothing in literature that is of high value unless it has the spirit of the poem, the essay, the story, or whatever is being studied.

This book lives up to its title. The author enjoys poetry. That is revealed in every paragraph.

The teacher who uses it will enjoy poetry naturally, or will learn to enjoy it, because the author's enjoyment is contagious. Melody is contagious, rhythm may not be. Soldiers must be made to keep step, but melody is contagious. The music of the night before a battle stirs every man in the ranks.

There is no attempt to make poetry enjoyable by making the chapters of various subjects or average length as so often spoils a book, and what is even more important there is no attempt to follow each chapter with a series of similar practices.

Forty pages give the teacher the spirit of the author's enjoyment. Ten pages impart a genuine spirit of appreciation. Thirty pages direct the thought of the school as a whole, to its range of interests, race, creeds and home eminent.

Then 140 pages to business in hand, the teaching of poetry to students of poetic literature.

The book has a definite mission, and is a genuine series of messages always tending to accomplish its mission.

---

## Books Received

"The Alpha Individual Arithmetics." Book Four, Part Two. Boston, Massachusetts: Ginn and Company.

"A Survey of National Trends in Biology." By Edward J. Menge. Milwaukee: The Bruce Publishing Company.

"A Library for the Intermediate Grades." By Evangeline Colburn. Chicago, Illinois: The University of Chicago Press.

"Washburne Individual Arithmetics." Books One through Twelve. Yonkers-on-Hudson, New York: World Book Company.

"Elements of Accounting." By Taylor and Owens.—"A Summary of Reports on the Modern Foreign Languages." Compiled by R. H. Fife. "The Teacher's Relationships." By Davis. — "Enriching the Curriculum for Gifted Children." By Osburn and Rohan. — "The Marywood Second-Reader Manual." By Sister Mary Estelle. — "Happy Times." By Sister Mary Estelle. New York: The Macmillan Company.

# EDUCATION IN ACTION

## Schools of Russia Aid Social Program

### Education Is Made Obligatory Up to 15, and Enrollment Is Placed at 15,000,000; Emphasis on Practical

Intensive education has already reduced the number of illiterates in the Soviet Union to thirty-four per cent. of the population, as against sixty-seven per cent. in the years before the war, according to official figures. The cost of this ambitious educational program is given as 1,921,000,000 rubles, or almost exactly $1,000,000,000, for the current year, and it is expected to rise to 2,259,000,000 rubles in 1931-32.

The Soviet Government recently issued a decree making it obligatory for all children to continue their education to the age of fifteen. Under this decree 15,000,000 young Russians will receive instruction in the union every year. Last year 11,000,000 attended schools, approximately twice the number of scholars enrolled in educational institutions before the revolution.

Education and organization of the world the children move in have always been the objects of special attention from the Soviet Government. This is particularly true since the initiation of the five-year plan for building up the nation's industry, which demands every trained worker and technician that can be found. It is stated that half a million engineers, skilled agriculturists, doctors, economists and trained managers will be required before the plan is completed. While necessarily much attention is being devoted to the more advanced stages of education, the training of children makes up the biggest part of the Soviet educational program.

The schools concern themselves actively with everything that in any way affects the social and political life of the community. Capitalizing the tremendous energy and enthusiasm of childhood, the schools turn them into channels calculated to help the country progress toward the goal which every child has learned to regard as Utopia.

The profusion of "extra-curriculum" tasks renders the part played by the teachers of great importance. It is, of course, extremely difficult to find the requisite number of teachers equipped with sufficient insight into the relations between the school and the world outside to keep the program working at the efficiency it is desired to attain. The number of teachers has more than doubled since pre-war days, and at least another 100,000 skilled teachers are urgently needed. The Commissariat for Education is bending every effort toward training new teaching personnel.

Children leave Soviet schools with a firm grasp of the task facing the country and a clear understanding of their own individual parts in the efficient working of the whole. They also leave with a conviction that the program they are to help carry out is the right one.

### Thomas Sees Colleges Failing

Although colleges and universities sometimes fail to inspire students with the spirit of altruism, they are more idealistic and intelligent than society generally, Norman Thomas, Socialist leader, declares in an article in the New York University Daily News. Mr. Thomas's article is the first of a series of opinions by prominent persons on the statement of a noted educator that "the purpose of the college is to make students effective and thoughtful citizens of the world in which they live, and to inspire them to efforts which will contribute to the further improvement of the world." "On the basis of this statement I do not feel that the colleges are particularly successful," Mr. Thomas says. "This, I think, is less the fault of colleges themselves than of any system of which they are part. It measures worth in money, and under that system, students throng our colleges not so much to improve the world as to get ahead in the world."

### Will Survey Results Of Experimental College

The Experimental College of University of Wisconsin, in its fourth year of operation under direction of Dr. Alexander Meiklejohn, has succeeded in its purpose of establishing a liberalized teaching procedure for the first two college years, as an alternative to the regular courses, Dr. Meiklejohn said in a report to the university faculty. The submitting of the report marked the conclusion of the designated period before the experiment was reviewed. The faculty endorsed Dr. Meiklejohn's recommendation that the college be closed at the end of the 1931-32 school year while a survey is made of the results attained and their application to the university as a whole. The experimental college, which was opened in September, 1927, after President Glenn Frank, of Wisconsin, had brought Dr. Meiklejohn to Madison from Amherst to head it, has been a school "in which there are no fixed classes, and study lines are elastic."

### U. S. Civilization Studied in France

The University of Rennes has inaugurated a course devoted to American civilization and literature, the first to be given by a European university. The new course includes lectures on "The Colonial Period," "The Puritan Tendency," "The European Influence" and "New York and Boston as Literary Centres." A separate lecture course is scheduled to deal with Henry L. Menken, Theodore Dreiser and Sinclair Lewis.

### Compile Directory Of Chinese Students

Believed the first of its kind, a Chinese students' directory has been published by Orientals at the Massachusetts Institute of Technology. The directory includes the names, present addresses and activities of all Chinese who have registered at the institute since its establishment in 1861. Nearly 400 Chinese have studied at the institute during that period. Of these, 350 have returned to China.

### Schools Get Rulers' Pictures

New photographs of the Emperor and the Empress of Japan were distributed to high schools and universities throughout the empire recently, principals of the schools receiving them with solemn ceremonies. All schools in the nation are provided with photographs of Emperor Hirohito and Empress Nagako, and heads of schools must protect them with their lives.

### Dedicate New Automatic Organ

Fernando Germani, internationally famous Italian organist, dedicated recently the first of seven three-manual Estey automatic reproducing pipe organs to be placed in New York public schools this season with a recital at Theodore Roosevelt High School in New York. Prominent educators, in both public and parochial schools, musicians, high school students, and music lovers from all sections of the city

were in attendance. The recital was under the auspices of the Board of Education, and the proceeds were devoted to the relief of the unemployed among students' families. William R. Hayward, principal of the school, was in charge of arrangements, and Dr. Harold S. Campbell, deputy and associate superintendent of schools, presided. The first half of the program, including short addresses by Mr. Hayward, Dr. Campbell, and George H. Gartlan, director of music for New York schools, was broadcast on a national hookup involving thirty-nine radio stations. "We, in the school, have looked forward to the day when an organ worthy of the thousands of young people in attendance here should be installed," said Mr. Hayward. "This day has arrived, and it is an occasion of much rejoicing," he continued. "Music is not only one of the greatest sources of genuine pleasure to humanity, but it speaks a language that all can understand. It is a great civilizer, and it should be the privilege of all to hear the finest and best. This organ will enable us to listen to the finest music, for it is of the fully automatic reproducing type, and a large library of classical music played by masters goes with this organ. Also, it is equipped with a special system of wiring for visual aid in instruction."

## Students Urge Optional Attendance

University of North Carolina students favor optional class attendance for juniors and seniors. A campus vote showed 784 for optional attendance and eighteen against. Four hundred and thirty-seven students favored a revision in teaching methods, but failed to take advantage of an opportunity offered to suggest remedies.

## League Urges Ban On Military Training

Elizabeth B. Johnson, president of the United Parents Association of Greater New York Schools, Inc., has sent to George R. Graves, State Commissioner of Education, a brief, requesting him to reverse the decision of the Board of Education empowering the principal of Jamaica High School to organize a military unit in connection with the department of physical education under Section 55-e of the National Defence Act. The brief asserts that the state education law does not "authorize any use of school property or the designation of teachers in said schools for military training under regulations, directions or supervision of the Federal War Department, or officers appointed by it." The plan, the brief continued, was an encroachment upon the military department of the state, and was contrary to the educational policy of the city and state "to avoid the introduction into the school system of fundamentally controversial subjects and practices." The brief further asserted that when the war-time military training law was repealed in 1921, military training of any kind was intended to be taken out of the school system. The military training unit at Jamaica High School, which was approved on January 14, has been a subject of heated controversy for several years.

## Cow, Two Calves Visit School Children

The Los Angeles board of education has discovered that twenty-five per cent. of the school children in that city have never seen a cow, and fifty per cent. have not glimpsed a calf. But there's nothing to worry about, for the board is fixing it. Each day a big truck snorts away from adjacent meadowland bearing one cow and two calves bound for public schools. Wide-eyed pupils stare at the strange horned creatures, and learn all about milk and steak and things. Soon all Los Angeles school children will have seen a cow and calves, and the board can begin finding out other deficiencies in the education of its charges.

## School Libraries Receive Stimulus

The more than $1,000,000 given in 1930 to aid the development of the school and college libraries placed a new emphasis on the importance of library facilities and book service in educational institutions from elementary grades to universities, according to Carl H. Milan, secretary of the American Library Association. The Carnegie Corporation made grants totaling $460,000 to increase book collections in colleges and universities, and set aside $300,000 to be spent in training for librarianship. The General Education Board released $80,000 to George Peabody College for Teachers, to be used over a five-year period for the training of school librarians. More than $500,000 was appropriated from the Julius Rosenwald Fund for eleven demonstration county libraries in the South to aid book service in rural districts. These grants, which in many cases were given on condition that they be matched by local funds, have served to stimulate interest, and to point to inadequacy of library service as it now exists in schools and colleges, the association declared. Libraries were found in only sixteen per cent. of the 18,157 high schools in the United States in 1930. This represents a gain of approximately twelve per cent. over 1927. In the South 898 high schools in eleven states faced the necessity of meeting new library standards set up by the Association of Colleges and Secondary Schools of the Southerin States. To maintain their standing on the accredited list of the association these schools must obtain, before 1933, trained librarians and organized book collections. In addition, some 2,500 high schools in these states not now accredited, are striving to meet these standards.

## Open Clinic For Mental Cases

A clinic for students suffering from mental ills has been established at Ohio State University. Trained psychologists are maintained by the clinic to give their help to those depressed by worries, foolish inhibitions, complexes and financial matters. No fee is charged, and the results are encouraging, according to Dr. Emily L. Stogdill, who is in charge. Some of the cases handled are no more serious than attacks of timidity or inability to make friends. Others pertain to sickness and financial troubles. The clinic co-operates with campus health, social and religious organizations in aiding the student body. Disciplinary cases frequently are handled by the clinic.


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A high school English class in a prominent New England city were discussing recently "Childhood Books which I have Enjoyed." Their teacher has written us this interesting fact brought out as a result of discussion: "Nearly every girl in this class of college preparatory students named Arlo as being the book character who had been of the most interest, enjoyment, and inspiration to her. Many said that even now they picked up the book to read over again favorite bits."

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### Nationalization In Mexican Schools

A nationalistic program of education for use in the public schools of Mexico has been outlined by the Advisory Board of Primary Instruction of the Federal District. The teaching plan has three fundamental ideas: Formation of social habits, acquisition of civic ideals, and development of a nationalistic spirit. This last standard is the reflection of the general trend of Mexican thought at the present time, in industry and government, as well as in the educational field. Authors of the plan present seven aims as the goal of public education, among which is "to awaken in the child the feeling of love for our country, to the end that he may contribute to its progress and development."

### Teachers Threaten "Time-Clock" Tactics

The twenty-five teachers in the public schools of Palisades, N. J., recently threatened to stop work daily at the same hour as their pupils, following a denial of their move to obtain $100 a year maximum salary increases. The increases were refused by a public vote under the urge to economize on school budgets, and under the alleged impression that "teaching is a soft, five-hour day racket." It was explained that should the threat be carried out, there would be no more after-school aid given to delinquent pupils, no extra-curricular activities, and no continuation of the school-bank savings plan. The teachers would also curtail their studies at teachers' colleges and other institutions.

### Adopt Baseball In Italian Schools

The Italian government has officially adopted baseball as one of the national sports, and ambitious plans are being laid to introduce the American national pastime into all Italian schools, playgrounds and syndicate clubs.

### New College Ready Soon

The first unit of the new $10,000,000 college being built by the City of New York will be ready for occupancy this year, Dr. James M. Kieran, president of Hunter College, announced recently. Educational units 1 and 2 would house 1,500 students each, he said. The social hall, he added, would be completed in the Fall, and within the year work would be begun on unit 4, to cost $4,750,000. The college will consist of nine units, accommodating 20,700 students.

### Chilean Schools Aid Producers

With the aid of the educational authorities the Manufacturers' Association in Santiago, Chile, an organization working to foster the development of the industries of the country, has entered upon a vigorous campaign of propaganda in behalf of Chilean manufacturers. The schools are being organized for the spread of a doctrine, which is aimed not only at home consumption, but eventually at exportation to other South American countries. One newspaper describes the progress of the work as follows: "The school has an important role to play in this national propaganda. If the child is taught, in an intelligent and methodical way, facts and data concerning our manufactures, he will come to think of Chilean industry as a thing of his own, and will protect it when he becomes a factor in the country's social and business life. Furthermore, the school propaganda will be carried to parents, who in turn will become boosters for Chilean product."

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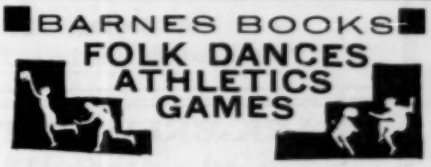


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# GRINS BETWEEN GRINDS

### Not So Strange

Husband and wife were preparing to go out. Looking up, he saw her gazing rather intently at his clothes.

"Well," he asked, "what's the matter?"

"I say, dear," she said, "you never look so smart in your clothes as you used to ten years ago."

He shrugged his shoulders.

"That's very strange," he returned, "because they are the same clothes."

—Stray Bits.

### That Old Alibi

"You look tired."

"Yes, I've had a bad day. That office-boy of mine came in with the old story of getting away for his grandmother's funeral, so just to teach him a lesson I said that I would accompany him."

"He took you to the football match, I suppose?'

"No such luck. It *was* his grandmother's funeral."

### The Retort

Three young men from college, walking down the street, saw a very old gentleman coming toward them. Wishing to display a bit of college humor, the first one said: "Good morning, Father Abraham." The second said: "Good morning, Father Isaac." And the third said: "Good morning, Father Jacob."

The old man gazed at the three for a moment, then replied:—

"Young men, you are mistaken. I am Saul, son of Kish, in search of my father's asses, and behold! I have found three of them."—Montreal Star.

### Retribution

Pamela—"Isn't Roger a naughty dog, Mummy? He ate my doll's slipper."

Mother—"Yes, darling, he ought to be punished."

Pamela—"I did punis' him. I went stwaight to the kennel an' dwank 'is milk."

### Beware!

Science declares that there are three dangerous periods in the life of a man when he is apt to get into trouble. For the benefit of all concerned we list these three periods as follows:—

Between 15 and 30.
Between 30 and 45.
Between 45 and 70.

### Creative

Clarice—"You say your sister makes up jokes. Then she's a humorist?"

Dorothy—"No, she works in a beauty parlor."


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## Ten Commandments for the American Teacher

Ten commandments have been laid down for the American school teacher by the Federal Bureau of Education. They are as follows:—

1. "Thou shalt have other interests besides thy schoolroom.

2. "Thou shalt not try to make of thy children little images, for they are a live little bunch, visiting the wriggling of their captivity upon you, their teacher, unto the last weary moment of the day; and showing interest and co-operation unto those who can give them reasonable freedom in working.

3. "Thou shalt not scream the names of thy children in irritation, for they will not hold thee in respect if thou screamest their names in vain.

4. "Remember the last day of the week, to keep it happy.

5. "Humor the feelings of thy children that their good-will may speak well for thee in thy little domain.

6. "Thou shalt not kill one breath of stirring endeavor in the heart of the child.

7. "Thou shalt not suffer any unkindness of speech or action to enter the door of thy room.

8. "Thou shalt not steal for the drudgery of many 'papers' the precious hours that should be given to recreation, that thy strength and happiness may appear unto all that come within thy presence.

9. "Thou shalt not bear witness to too many 'schemes of work,' for much scattered effort is a weariness to the soul and a stumbling block to weary fingers.

10. "Thou shalt laugh—when it rains and wee, woolly ones muddy the floor; when it blows and doors bang, when little angels conceal their wings and wriggle, when Tommy spills ink and Mary flops a tray of trailing letters; when visitors appear at the precise moment when all small heads have forgotten everything you thought they knew. And again I say unto you, laugh, for upon all these commandments hang all the law and profits in thy schoolroom."—Exchange.


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